

Administrator's Checklist

At-A-Glance:

- Where do teachers spend most of their time: whole class instruction, small group, or 1-to-1?
- Are teachers keeping reading records ongoing and overtime?
- Are reading records part of the daily classroom routine?
- Do teachers spend the first weeks of school getting to know their students? Before they begin reading instruction have teachers done assessments to help them understand their students' strengths and instructional needs?

Assessments of Accuracy and Fluency:

- Are teachers doing regular running records?
- Do they make notes of a child's fluency?
- Do they analyze running records to determine next instructional steps?

Assessments of Comprehension:

- Do teachers collect evidence of comprehension?
- Do teachers ask for a retelling of reading?
- Do teachers regularly ask for written responses that go beyond retelling?
- Do they analyzing written responses for next instructional steps?
- Do teachers keep anecdotal records when observing discussion groups?

Last but not least...

- Can a teacher *informally* talk with you about where any particular child is as a reader in the big "3"?
- If a parent walked in unexpectedly, can your teachers sit down with that parent and talk knowledgeably about where that student is at as a reader without a "grade book"?
- Do you, as administrator, make time for regular staff development in assessment practices that *inform* instruction?



Classroom Assessments that count are...

...linked to classroom instruction
...used to inform instruction
...integrated into day-to-day routines and are part of instruction, **not** stop and test events

...AND require staff development to make it happen!

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